Teacher and School-wide Data Analysis Preschool

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February 27-28, 2013

Montana
Office of Public Instruction
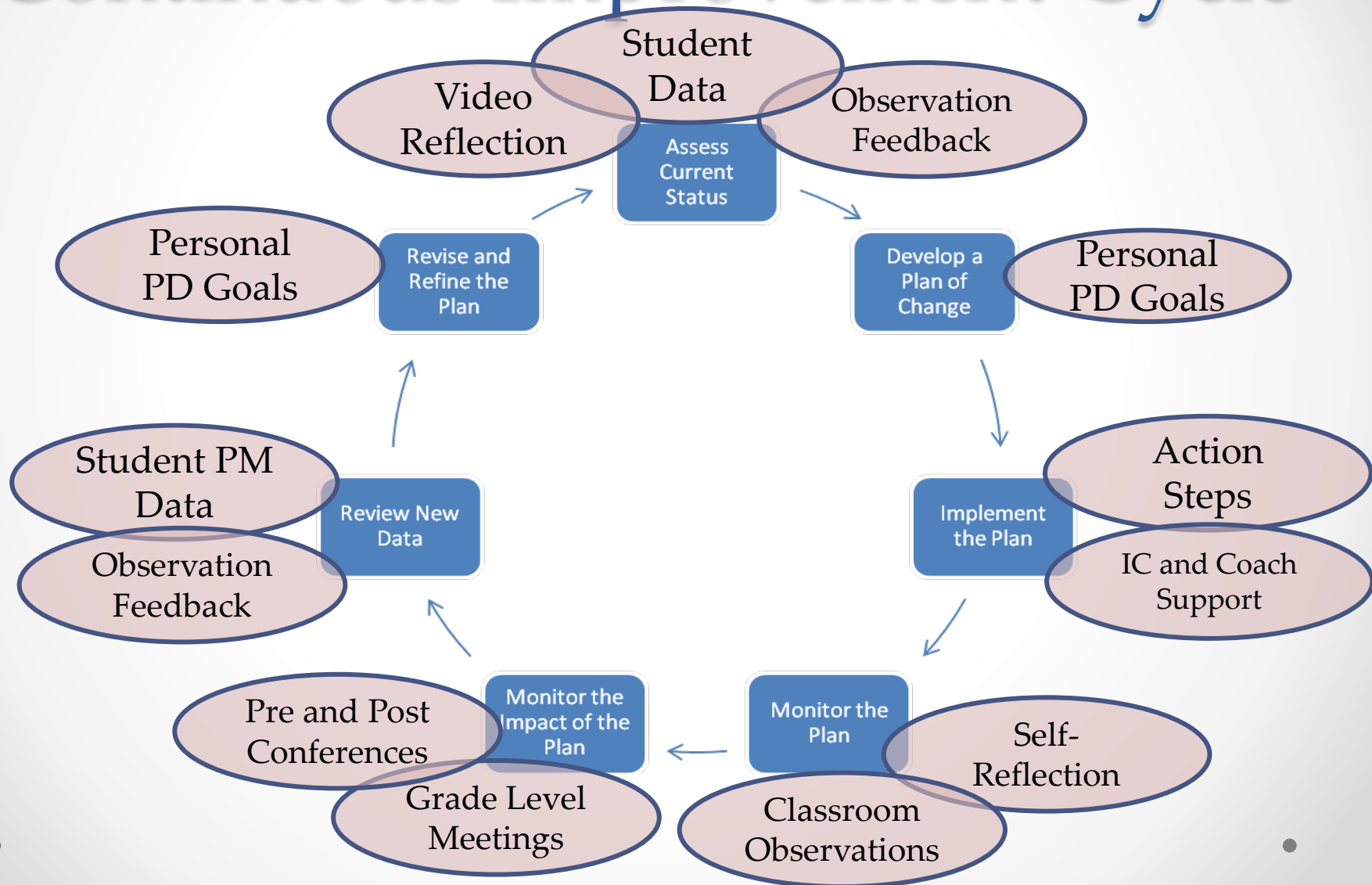Denise Juneau, State Superintendent

opi.mt.gov

Classroom Teacher Data Notebooks

- Benchmark Data for all Students

- Progress Monitoring Data for All Students

- A tab for every student for anecdotal notes

- Data and Grade Level Meeting Notes

- Goals (school, grade level, class, intervention groups, and students)

- Self-reflection Documentation

Teacher
Continuous Improvement Cycle

Student Data

Video Reflection

Observation Feedback

Assess Current Status

Personal PD Goals

Revise and Refine the Plan

Develop a Plan of Change

Personal PD Goals

Student PM Data

Review New Data

Action Steps

Implement the Plan

IC and Coach Support

Observation Feedback

Pre and Post Conferences

Monitor the Impact of the Plan

Monitor the Plan

Self-Reflection

Grade Level Meetings

Classroom Observations

Teacher Self-Reflection

Documentation Recommendations

- Self-Reflection Protocol

- Observations
  - Peers, Coach, IC, Principal, State Team Member
  - Pre-Conference Planning
  - Post-Conference Discussion and Goal Setting

- Record a Literacy Lesson to View on their Own and Discuss with Someone (3 x/yr)

- Planning Should Include
  - Current personal learning or PD goals
  - Action Steps to achieve those goals
  - Completion dates for current goals
  - Dates to follow-up on goals and to refine goals or begin new goals

Preschool Grouping Scenario

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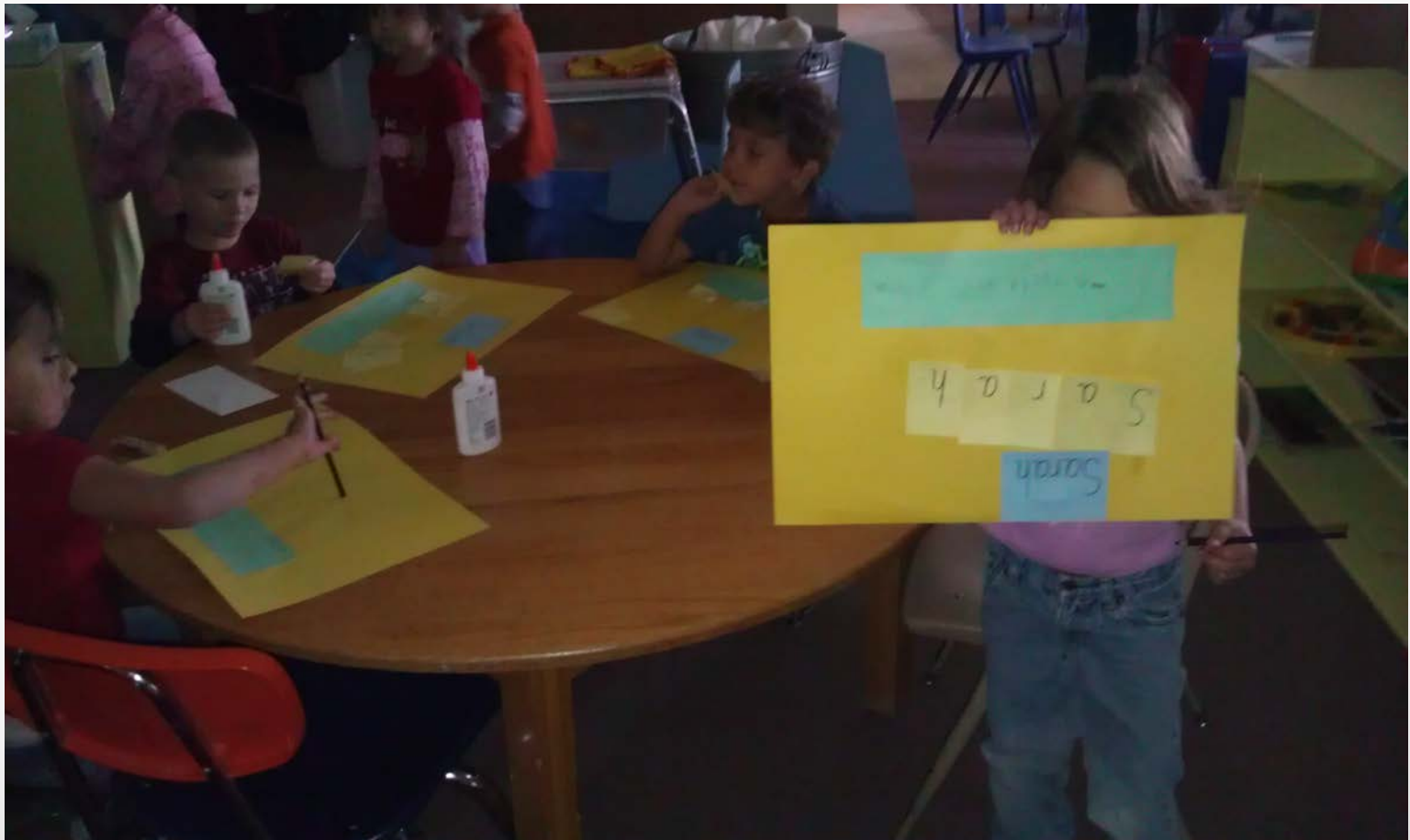
Mrs. Smith's small group is made up of students with strategic needs in the area of name writing. She has met with her teacher team and discussed the difficulties this group is having with writing letters. She has been focusing on the letters of their name but all four of these students have not developed the fine motor skills they need and are more interested in playing with manipulates such as dinosaurs and trucks than writing. She administered a progress monitoring test in the past week to check their progress and of the four students; one could write the first letter of her name, while the others are still scribbling and drawing pictures. Mrs. Smith plans to use this new data to inform her instruction the next day. After talking with the team they have planned an activity in which the children will play with shaving cream on the table. Mrs. Smith will sit at the table with them and draw shapes that make up the letters of the names of the students. She will then model the letters in the students names and ask the students to try to write the letters like she did. She plans to say the letter names often and provide fun positive encouragement when she sees a child copying the shapes or letters that she draws. She used the data she collected immediately to inform instruction and utilized the collective knowledge of the teacher team she works with to come up with a plan. She will move those students who begin to write their names more frequently to a different group where they can be more challenged as soon as she identifies that they are making progress.

Discussion

- Which parts of the **Student** and **Teacher** Continuous Improvement Cycle were included in this example?

- Are these types of discussions occurring regularly during your grade level meetings?
  - If no, talk about strategies to help teachers learn how to have these types of conversations. Develop action steps if necessary.

- Do teachers understand how to use progress monitoring data to inform daily instruction?
  - If no, talk about strategies to help teachers learn how to better utilize data. Develop action steps if necessary.

School-wide Continuous Improvement Cycle
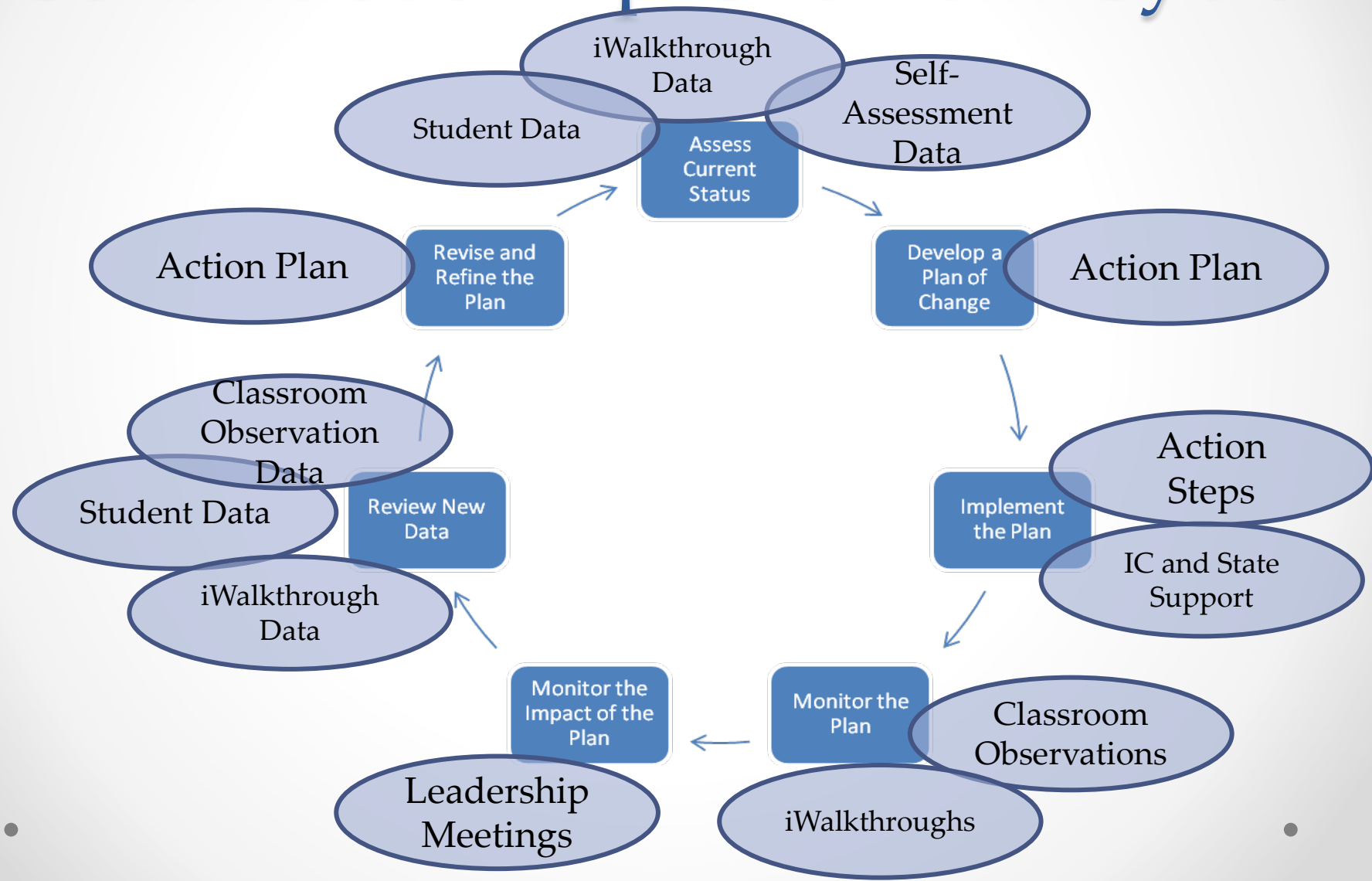
Leadership Team Data Notebooks

- Leadership Meeting Notes
- Action Plans that include Detailed Action Steps
- Archived Action Plan and Important Information that shows that Action Goals Have Been Completed
  - iWallkthrough Reports that Provide Evidence for Goals
- School-wide Student Benchmark Data for the Year
- Grade Level Data from Benchmark Periods
- Goals
  - School-wide Goals
  - Grade Level Goals